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ABSTRACT

The purpose of this document (one in a series of six) is to provide a framework for organizing a community volunteer program to meet the instructional and home-school-community relations goals of an individually guided education school. The first steps in starting a volunteer program are to identify the instructional need for volunteer assistance, create staff and community awareness and support for a program, and determine the role of the volunteers in the home-school-community relations program. After these preliminary steps are completed, the goals for the program must be set. Once the goals are set, the activities that are essential to the success of a volunteer program must be attended to. These activities include coordination of the program, preservice and inservice training for the staff, recruitment of volunteers, orientation and placement of volunteers, preservice and inservice training of volunteers, recognition for the volunteers, and evaluation of the program. Suggestions for how to perform these activities successfully are included along with sample forms for use in program evaluation. (Author/IRT)

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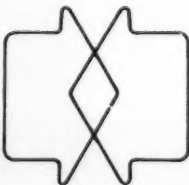
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Simformation 2

Organizing volunteer programs in IGE schools

THE WISCONSIN RESEARCH & DEVELOPMENT CENTER

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FOREWORD

Since 1973, the Home-School-Community Relations Project at the Wisconsin Research and Development Center for Cognitive Learning has been involved in research related to the establishment of a supportive, meaningful relationship among the home, school, and community. Support and cooperation, which lead to optimal child growth and development, can exist when two conditions are met:

1. the staff of a school is aware of and responsive to the educational expectations and available resources of the community; and
2. the community is aware of and responsive to the instructional expectations and the program being implemented at the school.

Schools become involved in many activities directed at creating good relationships among the home, school, and community. Unfortunately, these activities are often unrelated and unfocused. By establishing a home-school-community relations program, rather than simply participating in a set of relatively isolated activities, a school can begin to develop a mutually supportive relationship among the home, school, and community.

There are four steps to creating a good home-school-community relations program. First, an analysis of the present state of school-community relations must be conducted. This analysis involves determining the issues or problems which exist and identifying those groups in the community which are associated with the issues. Second, the school staff must plan a program which is based upon the issues and groups that have been identified. This step includes planning a coordinated set of activities appropriate to the school community, identifying the personnel who will be responsible for carrying out various aspects of these activities, and setting timelines and procedures for the implementation of the program. The third step consists of implementing the program, and the final step is its evaluation. The program is evaluated by determining whether the appropriate activities, responsible personnel, and correct timelines and procedures were identified. This evaluation occurs both during and following implementation of the plan.

SIMFORMATION 2

ORGANIZING VOLUNTEER PROGRAMS
IN IGE SCHOOLS

by

Lois I. Bartels

Report from the Project on
Home-School-Community Relations

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WISCONSIN RESEARCH AND DEVELOPMENT CENTER FOR COGNITIVE LEARNING

MISSION

The mission of the Wisconsin Research and Development Center for Cognitive Learning is to help learners develop as rapidly and effectively as possible their potential as human beings and as contributing members of society. The R&D Center is striving to fulfill this goal by

- conducting research to discover more about how children learn
- developing improved instructional strategies, processes and materials for school administrators, teachers, and children, and
- offering assistance to educators and citizens which will help transfer the outcomes of research and development into practice

PROGRAM

The activities of the Wisconsin R&D Center are organized around one unifying theme, Individually Guided Education.

FUNDING

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I

INTRODUCTION

A school-community volunteer program offers a unique opportunity for parents and other citizens to work together with the professional staff of a school to provide for the optimal growth and development of children through a program of Individually Guided Education (IGE). An IGE school, with its multi-unit organizational structure, differentiated staffing, and use of various instructional modes to meet the needs of individual children, provides numerous opportunities to make use of the talents and skills of every person who wishes to be a part of the learning environment of the school.

The instructional program provides the focus for what volunteers do in the school and how they do it. Volunteers working in a school potentially can provide benefits which go far beyond direct instruction. When a volunteer program is viewed as one activity in a total home-school-community relations program, it becomes a viable way to educate parents and other citizens to the goals of the school. As a dual purpose activity, designed to meet the needs of an individual IGE school and its neighborhood community, a volunteer program may

- provide participants with experiences and opportunities which lead to various levels of involvement in the analysis of school-community needs.
- facilitate communication between the home, school, and community.
- lead to new ways of resolving actual or potential conflicts between child and teacher, home and unit, or school and community.

Very often volunteer activities in a school grow spontaneously. Volunteers are not viewed as an integral resource in the total instructional and home-

school-community relations program. An individual teacher may invite parents to chaperone field trips or to assist with a special reading project. The principal may invite citizens to demonstrate their artistic skills for an assembly of children. Another staff member may invite parents to become partners in a classroom sewing project. All of these activities are worthwhile, but they fail to recognize and plan for the impact that volunteers can have on the entire school program. It is hoped that the ideas presented in this information will encourage schools to organize volunteer programs within the context of total school-community needs. This can best be done by

- identifying the instructional need for volunteer assistance.
- creating staff and community awareness and support for a volunteer program.
- defining the role of volunteers in the home-school-community relations program.

After these preliminary considerations, a volunteer program can be organized by

- setting program goals.
- identifying the elements of the program.
- defining roles and responsibilities.
- planning activities to make the program workable.
- making provisions to evaluate each of the above.

Each of these steps is described in the pages which follow. In addition, the narrative includes practical ideas for implementation which are designed to serve as examples and to stimulate ideas for a volunteer program which will enhance Individually Guided Education and positive home-school-community relations in YOUR school.

II

IDENTIFYING THE INSTRUCTIONAL NEED FOR VOLUNTEERS

The first step in starting a volunteer program is to identify those educational needs which can best be met through the participation of parents and other citizens in the school program. For example, a school staff may determine that it is desirable to provide more small group instruction in reading or math. That need may be met by enlisting a volunteer assistant to supervise groups of children who are working on reinforcement or drill activities so that the teacher is free to teach skills to another group. In another case, teachers may see a need to provide more independent learning activities for children, but they do not have the time to duplicate the materials or to create instructional games to meet their objectives. Again, a volunteer assistant may be the answer.

Volunteer assistants work under the supervision of professional personnel in a unit, in the Instructional Materials Center (IMC), or with other non-teaching staff members to perform clerical and supportive teaching tasks. Assistants can contribute to meeting instructional goals aimed at individualizing instruction and help relieve staff members of routine instructional and non-instructional tasks. Staff members should generate ideas for ways that volunteers can aid them in classroom activities. The following list is offered as a starter. Keep in mind that the use of volunteers may vary from state to state and from district to district depending on state and local personnel policies.

A classroom assistant may

- read to children.
- listen to children read.

- show a filmstrip.
- be a special listener.
- dictate trial spelling tests.
- put up learning centers or bulletin boards.
- assist children at a learning station.
- assist a child who has been absent.
- work on drill, enrichment, and reinforcement activities with children.
- supervise small group activities.
- help children with special projects.
- assist in arts, crafts, and physical education activities.
- assist on field trips.
- type and duplicate instructional materials.
- put work on the board.
- set up science experiments.
- help with inventories of books and supplies.
- compile a picture file.
- correct objective tests and worksheets.

Care should be exercised when assigning classroom assistants so that they do not devote the majority of their time to working with slow learning pupils. Often a volunteer assistant's time can be used more beneficially with children who are performing adequately or better. This frees the classroom teacher to use her or his training and expertise with children who learn differently or more slowly than others.

Assistants working with special personnel (depending on state and local personnel policies) may

- assist with health programs:
 - do simple first aid
 - administer vision tests

- make referrals to dental clinics
- keep health records
- assist in the Instructional Materials Center:
 - check out books during the school day and before and after school
 - catalog books
 - run audiovisual equipment
 - arrange book displays
 - reshelve books
 - provide assistance to student audiovisual or book clubs

TUTORING

Volunteers are frequently sought as tutors when an IGE school or a unit identifies a need for focusing attention on children who appear to have an unrealistic view of their abilities to achieve, have difficulty learning specific skills, or who obviously need more individual attention than unit teachers and classroom assistants can provide. The volunteer tutor works with one child at a time on a regularly scheduled basis. The primary purpose of a tutoring program is to provide a one-to-one relationship in which a child is assured of having a successful learning experience. Tutoring sessions are planned to increase a child's motivation for learning and to improve the child's performance in the subject being studied. Specific tasks are dictated by the tutoring program being used,¹ but the ideas which follow may serve to generate discussion during a needs assessment.

¹ Some school systems have developed their own tutorial guidelines. For example, see Associate Superintendent's Bulletin No. 1, Tutorial Programs in the Los Angeles City Schools (Los Angeles: Los Angeles City Unified School District, Volunteer and Tutorial Programs, July 1976). There are also commercial programs available which may be adapted to meet the needs of individual schools. See "Guiding Children as Tutors," in *Individually Guided Motivation*, ed. Herbert J. Klausmeier, Jan T. Jeter, Mary R. Quilling, and Dorothy A. Frayer (Madison: Wisconsin Research and Development Center for Cognitive Learning, 1973), pp. 69-92 and Elbert Ebersole, Programmed Tutoring in Reading (Pasadena: EberSon Enterprises, 1971).

A (reading) tutor may

- listen to a child read.
- help a child choose books which interest him or her.
- play reading games with the child.
- provide reading drill activities.
- read to the child.
- use motivational and reinforcement techniques which give the child a feeling of success.

ENRICHMENT

Volunteer programs may utilize community persons as resources to provide enrichment experiences which are normally unavailable to children in the school's regular curriculum. A list which reflects the needs of an individual school might include the following ideas.

A volunteer resource person may

- demonstrate a skill such as cooking foreign foods, making soap or candles, or caring for plants.
- provide information on a topic such as life in another part of the country or world.
- teach craft skills such as sewing, macrame, or Japanese paper folding.
- develop career awareness by explaining his or her job.
- provide leadership for an after-school club.

SUPPORT SERVICES

It must be recognized that not all persons who want to become involved in school activities wish to work directly with children in an instructional setting. A needs assessment at the unit or school level may reveal that there are numerous other tasks which may be done by volunteer assistants, either at home or in the school, which contribute to the overall good functioning of school programs. Following is a list of suggestions which may generate further discussion.

General assistants may

- supervise the lunchroom.
- supervise playground activities at noon and after school.
- assist in school-wide music, dance, and art programs.
- assist with open-house programs and other special events.

At-home assistants may

- make costumes for plays.
- make instructional materials.
- provide babysitting services during school events.
- telephone parents and others when the school has a special need for volunteers.

Volunteer contributions can better be understood when the work which they perform is translated into specific job descriptions based on needs identified at an individual school. Such preparation will provide concrete information to potential volunteers during the recruitment process, will facilitate good working relationships between the volunteer and the school staff, and will provide a basis for meaningful evaluation of the contributions of the volunteers. The following volunteer job description is included in a Los Angeles Unified School District publication² and may be used as a guide by planners of local school volunteer programs.

² Sarah A. Davis, How School Volunteers Can Help (Los Angeles: Los Angeles Unified School District, Volunteer and Tutorial Programs, fall 1976-77), Pp. 18-19.

VOLUNTEER ROLE DESCRIPTION

JOB TITLE	Classroom Assistant
MAJOR OBJECTIVE	The goals of the classroom teacher are to motivate and guide each student to develop to the fullest of his/her own potential. Because of the pressure of time and the number of pupils involved, assistance is needed to perform non-professional but necessary tasks, so the teacher may devote full attention to the accomplishment of his/her objectives.
TIME	Minimum of three hours per week for one semester, during regularly established school hours.
MAJOR RESPONSIBILITIES	Work under the direction of and in cooperation with the classroom teacher. Generally, the assignment will include one or more of the following tasks. 1. Giving individual help or clarifying teacher's directions to a student or small groups of students under the direction of the teacher. 2. Assisting students with special projects. 3. Checking attendance, re-admission notes, permission slips; telephoning absentees as requested. 4. Preparing games, teaching devices, and "dittoes." 5. Helping with inventory of supplies and collecting money such as for lunch, field trips, etc. 6. Sharing resources and talents. 7. Assisting in decorating room, cutting mats for pictures, changing pictures on bulletin board, etc. 8. Assisting in the supervision of students on the playground and on field trips. 9. Operating learning center.

	10. Assisting with arts and crafts. 11. Assisting students in language experiences. 12. Reading stories to the class.
PREPARATION PROVIDED	Preservice and inservice training will be provided.
VOLUNTEER QUALIFICATIONS	Warm personality; ability to follow directions; interest in children and education; ability to relate well with children at their level.
CONTRIBUTION	Allows teachers more professional time to spend with class and individual students. Assists in building individual students' self-concepts. Helps students develop a more positive attitude toward school and academic achievement.

III

CREATING AWARENESS AND SUPPORT FOR A VOLUNTEER PROGRAM

Needs assessment is a process of shared decision making which includes identifying educational needs, establishing priorities, setting goals, and outlining activities to accomplish those goals. A needs assessment on the use of volunteers which includes all of the school staff members both stimulates awareness and support for the development of a volunteer program and identifies specific needs. However, even though a teacher intellectually understands the value of having a community person as a working partner, he or she may have certain apprehensions which need to be identified and dealt with over a longer period of time.

One of the concerns expressed by teachers who have not previously worked with paid aides or volunteers is that they feel they are being continuously watched and evaluated when there is another person in the room. Teachers may reverse this feeling by viewing the presence of volunteers as an opportunity for educating those volunteers about the goals, activities, and needs of the IGE school, the unit, and the individual classroom. A preservice or inservice training session for teachers should be included as part of the volunteer program so that teachers learn to organize activities in such a way that they make constructive use of volunteers. When volunteers are actively engaged in meaningful activity it is not likely that they will be concerned with watching the teacher at the same time.

Another concern expressed by many teachers is that some volunteers would like to take over the teacher's job in the classroom. This concern can best

be dealt with during the needs assessment and problem-solving sessions when priorities are established. Staff members who are involved in generating ideas for volunteer participation will be less likely to be concerned about this.

The U.S. Office of Education attempted to separate the role of the volunteer from that of the professional by making the following distinctions:³

1. DIAGNOSING of student needs is a professional task.
2. PRESCRIBING instructional programs is a professional task.
3. SELECTING appropriate materials is a professional task.
4. PRESENTING or teaching content is a professional task.
5. COUNSELING with students is a professional task.
6. EVALUATING student progress and achievement is a professional task.
7. INITIATING, determining the why, the how, the where, and the when are professional tasks.

As teachers and volunteers work together successfully, their roles are likely to be defined less rigidly. However, it must be clarified for all involved that volunteers always work under the direction and supervision of teachers and other members of the school staff. Volunteers are not substitutes for staff members; they work cooperatively with staff members to enhance the quality of instruction and services for children.

³ABC's: A Handbook for Educational Volunteer Programs (Washington: U.S. Office of Education, out of print). In Barbara Carter and Gloria Dapper, School Volunteers: What They Do and How They Do It (New York: Citation Press, 1972) p. 16.

Just as school personnel must be involved in identifying the need for a volunteer program in a local IGE school, community representatives should be actively involved in the decision-making process which leads to citizen participation in the day-to-day activities of the school and the classroom. These representatives may be members of a Citizen Advisory Council or of an organization of parents and teachers. If these formal groups do not represent a cross-section of citizens, efforts should be made through an analysis of the community⁴ to identify and involve significant individuals and community groups who might be concerned about or affected by volunteers in the school.

For example, because their children will be affected by the program, parents should be included in identifying the ways in which volunteers are used to meet school needs. A representative of a teachers' union, especially in cities where there is a concern that volunteers may be replacing paid personnel,⁵ may be invited to join in assessing school needs and generating

⁴ See B. Dean Bowles and Alan L. Arnold, Simformation 4: School Administrator's Interview Handbook (Madison: Wisconsin Research and Development Center for Cognitive Learning, 1977) for techniques to use in analyzing a school community.

⁵ In a communication to the author, dated August 24, 1976, the American Federation of Teachers cited the following policy statement concerning volunteers in the school:

"WHEREAS, thousands of teachers are unemployed nationally, with the figures increasing yearly, and

"WHEREAS, school volunteers are in reality unpaid workers, and therefore serve as unfair competition, and

"WHEREAS, many school volunteers are unqualified for the positions in which they serve, and

"WHEREAS, school boards and administrations are promoting policies which raise the unemployment rate for teachers and aides by removing paid positions from the school systems, therefore be it

"RESOLVED, that the AFT work to discourage policies and practices promoting the use of volunteers in formerly or potentially paid positions in schools."

solutions. Because of their availability to work as volunteers, retired citizens may be included in the assessment and planning process. Business persons may be invited to contribute to the planning process so that their understanding and good will can be utilized in the development of the volunteer program. The list of possible participants will vary from community to community. Any effort made by the school to build widespread awareness of the need for a volunteer program will be rewarded with understanding and support when such a program is actually implemented.

IV

DEFINING THE FUNCTION OF VOLUNTEERS IN THE HOME-SCHOOL-COMMUNITY RELATIONS PROGRAM

In research currently being conducted in an IGE school,⁶ teachers are being asked, "How do you think the community learns about your school?" A frequent response is, "By word of mouth . . . through paid aides, volunteers, and children." There seems to be little doubt that in addition to its educational value for children, a volunteer program is a vehicle for enhancing or hindering positive relationships between the IGE school and its community. Positive relationships can be generated by a staff which is aware of the need to educate volunteers to the goals, needs, and desires of the school. Negative relationships are likely to occur when volunteers are uninformed about the school program or when their talents, insights, and skills are not recognized or cultivated.

There are two apparent results of having volunteers in IGE schools which are related to home-school-community relations. First, volunteers facilitate meaningful face-to-face interaction between the school and individuals in the community; second, they serve as channels for two-way communication between home, school, and community. The organization of the volunteer program must, therefore, address not only the educational needs of the IGE school, but must

⁶Lois I. Bartels, Supports and Constraints to Home-School-Community Relations in an Urban, Inner-City IGE School (Ph.D. dissertation, University of Wisconsin, in preparation).

provide opportunities for informing volunteers of the school's concerns and efforts toward improving educational opportunities for the children. It must also provide for using volunteer ideas and addressing individual and community concerns as they are communicated by the volunteers.

A volunteer program which is part of a total home-school-community relations program may also produce other positive results. Parents and other citizens may be involved in a variety of analysis activities which contribute to better school-community relationships. Teachers report that volunteers frequently know many families in the community and are often able to provide teachers with information about children's needs that might take much longer to identify without volunteer input. Also, because of their knowledge of the school community, volunteers can assist in analyzing community needs by helping to identify groups and individuals who have concerns which are related to the school.

Volunteers can aid in the resolution of actual or potential conflict by interpreting community desires and concerns to the school staff. For example, suppose that the conversation at a local church meeting turns to parishoners' concerns for children's lack of respect for property and that the school is identified as being partially responsible for this condition. A school volunteer in attendance might describe the efforts towards solving the problem that he or she has seen at the school. The next day, he or she may alert the school of the growing concern in the community about this problem. Informal communication of this type is often credited with averting conflict situations; it must be recognized as a functional objective of a volunteer program.

Shared decision making is an integral part of Individually Guided Education. Administrators who wish to include parents and other citizens in the decision-making process often find the task of keeping them informed time consuming and cumbersome. Volunteers are privy to first-hand information about educational programs and may participate in the decision-making process as it operates within the multiunit structure. Being involved in decisions related to working with individual children, providing input into unit meetings, and representing volunteers on the school's Instructional Improvement Committee provides volunteers with access to the decision-making processes of the school. Providing opportunities for various levels of participation in educational decision making may be one of the home-school-community relations purposes of a volunteer program.

The ways in which volunteers may contribute to good home-school-community relations are many and varied. The ideas presented in this section can best be thought of as "stimulators." They can be used to assist school staffs and community representatives to answer the following questions about the function of community volunteers in their home-school-community relations program.

1. How can volunteers contribute to an on-going analysis of the needs, problems, and concerns of various individuals and groups in the community and in the school?
2. How can volunteers facilitate communication between the school and various individuals and groups in the community?
3. How can the school involve volunteers in decision-making and policy-making processes?
4. How can volunteers assist in resolving personal needs and public policy demands of various individuals and groups in the community?

The extent to which an individual school chooses to involve parents and other citizens in the analysis, communication, involvement, and resolution functions of a home-school-community relations program will depend on the nature of the community in which the school is located and on the other activities which are a part of the total home-school-community relations program. It is possible that the volunteer program may be designed primarily as a communication vehicle and have no policy-making opportunities. This is a decision to be made at the local school level and should be determined by the needs of the school and the community.

ORGANIZING A VOLUNTEER PROGRAM

When a decision is made to organize a school-wide volunteer program, it is necessary to set goals, identify program activities, and assign roles and responsibilities for carrying out the activities.

The specific goals of a volunteer program will vary from school to school, but in light of the preceding discussion, the long-range goals which follow should be considered. The program should

- free teachers and other staff members from routine instructional and non-instructional tasks.
- assist teachers and other staff members to individualize instruction and services.
- provide enrichment and motivational experiences beyond those normally available to children in the school.
- provide volunteers with accurate information about IGE programs and the multiunit school.
- obtain input from volunteers about community needs, desires, and concerns.
- provide a supportive, cooperative environment in which volunteers experience success and satisfaction from their contributions.

After the program goals have been set, those activities which are essential to the success of a volunteer program must be identified. These include

- coordination of the program.
- preservice and inservice training for the staff.

- recruitment of volunteers.
- orientation and placement of volunteers.
- preservice and inservice training for volunteers.
- recognition for volunteers.
- evaluation of the program.

The activities listed above represent a general outline of responsibilities for implementing a volunteer program. Assignment of these responsibilities will depend on the human resources available at the individual IGE school. Some schools have resource people in various subject areas, coordinators of special programs, and other special personnel. Responsibilities in such a school will be different from the school which does not even have a full-time principal.

The chart below outlines the discussion which makes up the remainder of this simformation. It is an attempt to graphically represent the ways in which responsibilities may be assigned to various individuals or groups in an IGE school. Keep in mind that assignments at the local IGE school should designate specific individuals for each role. In addition, it is suggested that a time-line be developed which specifies when each general activity, as well as specific activities such as a recruitment team, will be initiated, carried out, and evaluated.

		Teaching and non-teaching professional staff	Unit leader	Instruction and Research Unit (I & R Unit)	Instructional and Research Committee (IIC)	An organization of parents and teachers or the Parent Advisory Committee (PAC)	Principal/Coordinator	Volunteers
Coordinate the program		C		I		C		
Provide preservice and inservice training for staff		I C				I C		
Recruit volunteers	C	C	C	C	C	I C	C	
Conduct placement conferences						I C		
Provide orientation and preservice and inservice training for volunteers	C	I C				I C		
Provide recognition for volunteers	I C		I C	C	C	I		
Evaluate the program	C	C	C	C	C	I C	C	

I = Initiates activity; C = Carries out activity

VI

COORDINATING THE PROGRAM

The difference between a successful volunteer program and fragmented efforts to include volunteers in school activities usually can be traced to the amount of planning which precedes the arrival of the volunteers in the school. While the harmonious functioning of the program depends on good planning, it must also be recognized that without effective coordination, the best laid plans will still result in fragmented and unrelated activities.

Coordination of the volunteer program requires two levels of expertise. For this reason the responsibilities may be divided into those which are best performed by a Staff Coordinator (the principal or his or her staff designee) and those responsibilities which preferably are carried out by a citizen from the community who is given the title of Volunteer Chairperson. These responsibilities are not independent of each other. Rather, they are complementary and require a sophisticated level of cooperation to facilitate the harmonious operation of the program.

THE ROLE OF THE STAFF COORDINATOR

The Staff Coordinator may be assigned responsibility for

1. conducting needs assessment and problem-solving sessions with the school staff.
2. arranging or conducting preservice and inservice training sessions with the staff.

3. working cooperatively with the Volunteer Chairperson to provide orientations, conduct interviews, and provide preservice and inservice training sessions for volunteers.
4. guiding and encouraging teachers to use volunteers in a constructive, meaningful way.
5. conferring with teachers when necessary.
6. meeting regularly with and providing assistance to the Volunteer Chairperson.
7. working cooperatively with the Volunteer Chairperson to assign volunteers to appropriate situations.

Generally speaking, the Staff Coordinator attends to all of the details which make a volunteer program successful in an IGE school. More specifically, those responsibilities which are directly related to working with the staff are reserved for the Staff Coordinator. All others may be shared with the Volunteer Chairperson.

Since the Staff Coordinator may be someone other than the principal, it must be noted that one responsibility which the principal cannot delegate to another person is his or her support for the volunteer program. Like all programs in the school, the success of this program depends on the principal's wise allocation of human and material resources which show that he or she is enthusiastic about having volunteers in the school.

THE ROLE OF THE VOLUNTEER CHAIRPERSON

It is desirable that a member of the IGE school community coordinate the activities of the volunteer program such as recruitment drives, publicity

efforts, and maintaining a volunteer room. There are two advantages to using a volunteer in this position: First, it puts a community person in a liaison position between the home, the school, and the community. Second, it relieves the Staff Coordinator of many of the time-consuming details which are vital to the smooth functioning of the program.

The Volunteer Chairperson must be skilled at working with people. In addition, he or she must have ample time to devote to the responsibilities of the job, must be convinced that volunteers are important to the school, and must demonstrate skill at making sound decisions. Frequently Volunteer Chairpersons are recruited from leaders in an organization of parents and teachers or a Citizen Advisory Council. Consideration might also be given to recruiting a retired person who is not currently active in school affairs. Frequently senior citizens have ample time to devote to such a volunteer task and have organizational skills that have been well developed by previous work experiences.

The responsibilities of the Volunteer Chairperson will depend on the needs of the local IGE school. Carter and Dapper⁷ suggest that the responsibilities of the coordinator (Volunteer Chairperson) are administrative, supervisory, and liaison activities. Othrow⁸ presents the following list of tasks which may be performed by the parent volunteer coordinator (Volunteer Chairperson).

⁷ Barbara Carter and Gloria Dapper, *Organizing School Volunteer Programs* (New York: Citation Press, 1974), Pp. 69-78.

⁸ Iris Othrow, "Volunteers: Community Resource" (Master's Thesis, University of Wisconsin, 1975).

The parent volunteer program coordinator should

1. serve as a communication link between:
 - a. principal
 - b. teachers
 - c. volunteers
 - d. community
2. be responsible for public relations for the volunteer program.
3. administer the volunteer recruitment program.
4. interview potential volunteers and inform them of the various school needs and volunteer responsibilities.
5. process teachers' requests for volunteer aid.
6. assign volunteers to situations where they best match identified needs.
7. develop volunteer schedules and check on whether they are being maintained.
8. maintain appropriate information on the volunteer program.
9. orient volunteers.
10. provide needed preservice and inservice training for volunteers.
11. notify volunteers in advance of any changes in the daily schedule.
12. follow-up absences and their causes.
13. secure substitutes for volunteers.
14. observe volunteers and discuss observations constructively with them.
15. guide and counsel volunteers.
16. see that volunteers are given continuous recognition.
17. evaluate the program constructively.

VII

PROVIDING PRESERVICE AND INSERVICE TRAINING FOR STAFF MEMBERS

The need for including all school personnel in the assessment and planning process before the actual implementation of a volunteer program has already been discussed. This process is a form of preservice training which tends to sensitize and build awareness for the need to include volunteers in the IGE school program. In addition to this preparation, teachers and other personnel who will be working with volunteers should participate in a planned program of preservice and inservice training to facilitate the development of a supportive environment in which volunteers and professionals can work together in harmony.

One of the areas in which teachers should receive training is the area of building good relationships with volunteers. Opportunities for role playing and small group discussions should prepare teachers to:

- practice consistency and patience.
- involve parents in meaningful tasks.
- use lay language rather than educational jargon.
- make volunteers feel like partners.
- develop a classroom atmosphere of warmth and acceptance.
- develop empathy for the volunteer's personal needs.

Other possible topics for teacher inservice and preservice sessions include:

• How to prepare children for working with volunteers

• Children's attitudes toward volunteer workers are a direct reflection of the attitudes of the professional staff. When the staff treats volunteer workers with the respect that is normally accorded to another professional, children will respond in a like manner. To facilitate positive attitudes, staff members must take the time to introduce the volunteer to the children, explain his or her role, and discuss student responsibilities toward all adults in the school. In situations where individual students or volunteers are uncomfortable in their relationships, it is the professional's responsibility to modify assignments and facilitate cooperative working relationships.

• Communication skills for working with volunteers

- advantages of one-way communication
- advantages of two-way communication
- verbal and non-verbal messages
- written communications
- frequency of communication
- listening skills
- practical applications
 - daily conferences
 - job cards
 - daily log

• How to let volunteers know what is expected of them

- how to refine the roles of teacher and volunteer
- ways of illustrating the kinds of decisions that a volunteer is expected to make concerning
 - working with children
 - curriculum
 - policy making
 - instructional procedures

• 101 things that volunteers can do at a moment's notice

• Home-school-community relations skills

- when and how volunteers can be included in the analysis of issues, needs, and concerns as they relate to relationships between pupil and pupil, pupil and teacher, unit and home, and school and community.
- ways teachers can capitalize on the volunteer as a communications link between the school and the community.
- ways to provide volunteers with access to decision-making and policy-making processes in the classroom, in the unit, and in the school.

- when and how volunteers can contribute to resolving actual or potential conflict between pupil and pupil, pupil and teacher, unit and home, and school and community.

Meaningful staff development sessions are planned on the basis of needs expressed by individual teachers and other unit personnel. A Staff Coordinator may find that frequently the most helpful sessions are those in which both volunteers and staff participate in problem solving and planning.

VIII

RECRUITING VOLUNTEERS

Everyone in the community is a potential volunteer. The task of recruiting is converting potential volunteers to participating volunteers at the local IGE school. This is best done by following an organized plan based on instructional and home-school-community relations goals.

From the standpoint of instruction, there are two prerequisites to recruitment. First, the kinds of volunteer help needed in a school should be defined in terms of volunteer roles and responsibilities. Secondly, the amount of volunteer help needed must be determined from the requests which have been submitted to the Staff Coordinator by unit teachers and other personnel. (Volunteers should not be placed with staff members who do not request their services.) With this information, the Staff Coordinator and the Volunteer Chairperson will be equipped to design a recruitment program aimed at meeting the identified instructional needs of the school.

Before recruitment begins, consideration should be given to the following questions:

1. Who are the people with whom the school wishes to communicate? Why?
2. Which of these people can best receive information from the school and/or provide input from the community by volunteering?
3. What is the most effective way to reach each group of potential volunteers?

Each IGE school will have different answers to these questions. For the purpose of this discussion, let us assume that a school identifies three com-

munity groups as targets for increased communication: (1) parents with children in the IGE elementary school; (2) parents with only preschool children; and (3) citizens without children and those whose children are grown-up. When these key groups are identified, the IIC will want to discuss the reasons for each group being marked for increased communication and then a decision will have to be made as to whether volunteering is the best home-school-community relations activity for interaction with that group.

Parents with children in school are the largest and potentially the most influential interest group in the school community. Every effort must be made to communicate the purposes and needs of the school to them. Volunteering in a classroom is undoubtedly the most vivid means of parents becoming informed about the school's program and providing themselves with opportunities to participate in the learning process.

Typically, parent volunteers have been mothers who do not work outside the home. Usually these mothers have not had preschool children at home or they have had resources for providing a babysitter for them. Volunteering provides a means of facilitating communication between home and school and opportunities for participation in various aspects of decision making and resolution of actual or potential conflict. A special recruitment effort should be aimed at fathers, mothers who work, and mothers who do not have babysitting services for their preschool children. Parents who are not available to come to school during the day may contribute to the instructional program by tutoring children after school or on weekends, by taking groups of children to cultural events on weekends, or by preparing instructional materials at home. They may also phone

other parents about children's absences, contact parents for special school needs, or organize a block parent club. All of these activities will contribute to home-school-community relations goals.

Recruitment of these generally untapped volunteer resources will require creativity in planning and carrying out volunteer activities. Arrangements will have to be made to organize babysitting pools for mothers with preschool children. Recruitment of fathers will require clearly defined volunteer job descriptions which identify the need for men as role models and helpers.

It may be decided by the IIC that volunteer activities such as those described above are not the best way to improve communication and understanding between home and school. For example, in the overall program of home-school-community relations, it may be obvious that another activity such as a school newsletter or a series of home visits is more efficient than trying to arrange babysitting services for mothers with preschoolers. This is a decision that must be made at each IGE school.

Typically, parents who have preschool age children have not been given a great deal of attention in the dissemination of information about the school or in the recruitment of volunteers. However, they need to be aware of the needs of the school so that they may participate in decision making (such as voting for a new school or getting traffic lights or crossing guards at busy street corners) which will affect their children in a few years. Again, a volunteer program may or may not be an efficient way of reaching these persons. The decision of whether or not to focus special recruitment efforts on this

group will be determined by the nature of the school community and the instructional and home-school-community relations needs of the school.

The decision about whether or not to actively recruit citizens whose children are grown-up and those who do not have children (including senior citizens) involves a similar kind of analysis. The number of older adults and childless adults (regardless of age) is increasing. In the best interest of school children, these groups should be kept well informed of the activities of the local IGE school, for it is they who may control the votes on a critical school issue. If they have no information, except hearsay and an occasional newspaper story, issues are not likely to be clearly defined for them. Because many members of this interest group, especially the older citizens, often have excess time and a need to interact with other people, in many communities the group as a whole is likely to be a large potential source of volunteers.

Many other groups exist in the average community. High school and college students, handicapped persons, and local business persons are a few of the groups which might provide potential volunteers. Before a formal recruitment effort begins, careful consideration should be given to potential resources. Then the most effective ways to inform each group of the need for volunteers should be identified and a plan worked out for actual recruitment.

Recruitment is a continuous process which may be marked by one or two large-scale efforts to focus attention on the volunteer program. These special efforts are usually timed to coincide with the opening of school or

some other event such as National Education Week which focus public attention on the schools.

The most effective recruitment procedures are those which provide direct contact with individuals or groups. The recruitment of parents lends itself to this approach because of the many opportunities for face-to-face interaction. For example, when parents bring their young children to school they may stop by to talk with the classroom teacher. This is an excellent opportunity to explain the need for volunteers in the school. Another similar opportunity occurs when parents come to the school for the more formal parent-teacher conference.

Many schools plan programs of home visits early in the school year. Kindergarten teachers frequently start the year by asking parents to attend class with their children on the first day of school. Parents are often invited to programs in individual classrooms. Each of these face-to-face contacts can provide an opportunity for recruiting parent volunteers.

An opportunity which should not be overlooked by schools comes when parents enroll children in the school for the first time. A volunteer should be available to explain the total school program to these parents and to encourage their participation in the volunteer program. Such a welcome is likely to result in better home-school relations even if the parent is unable to work as a volunteer.

Person-to-person recruitment of other groups of citizens is also desirable. However, opportunity for this is generally not a part of the school program. The school must make personal contacts at places such as

the church or synagogue, the supermarket, or at service clubs. In general, activities such as hosting coffee hours, inviting groups and organizations to tour the school, or making slide presentations at senior citizen clubs will reach the largest numbers of people who are not actively involved in school activities. For parents, this includes highlighting the volunteer program at meetings of the parent-teacher organization and the PAC.

Indirect methods which announce the need for volunteers may also be utilized. Attractive notes about the volunteer program can be tucked into report cards, notices can be sent through the mail, and articles and announcements can be included in the school newsletter. Bulletins and flyers aimed at a more general audience may be distributed at retail stores, displayed in reception areas of business firms or professional offices, and distributed in conjunction with presentations made to groups.

Volunteer recruitment may also be facilitated by displaying posters in places where people congregate or where they travel in large numbers. This might mean a service station window, a laundromat, or a well-patronized club. Posters, like other written communications, should prominently display the names and phone numbers of the Staff Coordinator and the Volunteer Chairperson. If the communication is aimed at a specific group of people, such as senior citizens, a member of that group should be involved in designing and wording the poster. Both posters and bulletins should be designed for easy reading and have plenty of white space surrounding simple, eye-catching illustrations and a clearly stated printed message.

When an IGE school decides to organize a volunteer program, the staff must commit itself to always being alert to recruitment possibilities. Anyone can recruit volunteers--the teachers, the principal, the caretaker, or the clerical staff, but the most effective recruiters are happy volunteers. As soon as a school has one volunteer, that person will carry a positive or negative message about his or her experience to other persons in the community. Positive messages will recruit more volunteers. Negative messages will discourage volunteers. The personal needs of volunteers will be satisfied and the instructional and home-school-community relations goals of the school will be met if volunteers are appropriately placed in the school organization, if they are adequately trained to perform their responsibilities, and if their efforts are recognized by those they are helping. Recruitment must be seen as a continuous process and an integral part of the volunteer program.

IX

CONDUCTING PLACEMENT CONFERENCES WITH VOLUNTEERS

When a person expresses a desire to become a school volunteer a placement conference with the Staff Coordinator or the Volunteer Chairperson should be arranged promptly. The placement process should not be so formal and so rigidly adhered to that it becomes an obstacle to getting volunteers into the IGE school. Yet, a program with a planned placement conference procedure is likely to be more successful than one where a potential volunteer simply walks into a school and is taken to a classroom. For one thing, a person who is motivated enough to schedule and keep an appointment is demonstrating the kind of dependability necessary for volunteering. Secondly, the relationship which is established between the Coordinator or Chairperson and the potential volunteer is an important aspect of helping the volunteer fit into the school environment. Thirdly, children and school personnel should not be subjected to poor placement of volunteers which may result when the Coordinator does not have adequate information about the volunteer and the volunteer does not learn the nature of the services required by the school.

The conference need not be longer than one-half hour, but it should be designed to meet the following purposes:

- To explore the ways in which the potential volunteer may contribute to meeting the goals and objectives of the school.

The Coordinator or Chairperson should describe the various volunteer opportunities in the school. Details about what it means to work in a classroom, in the instructional materials center, or on the playground should be presented. Any questions

that the potential volunteer has about the school and its program should be answered so that the potential volunteer can make an informed choice about how and where he or she would like to use his or her talents in the school.

- To give the Coordinator or Chairperson an opportunity to assess the applicant's suitability for working in an IGE school.

When a person seeks to become a school volunteer, he or she is attempting to meet personal needs as well as the needs of the school. One of the tasks of the Coordinator or Chairperson is to decide whether the potential volunteer is sincere, and to evaluate his or her sensitivity and ability to relate. While the Coordinator or Chairperson is explaining the program and the needs of the school, he or she should also be tuned to the potential volunteer's responses and the kind of questions that are asked. In this way the Coordinator or Chairperson gathers information which will help to suggest an appropriate placement for the volunteer. Much of the success of a volunteer program is dependent on the Coordinator or Chairperson's ability to assess the strengths and weaknesses of the volunteer during this interview and to recommend a placement that is satisfactory to all involved.

The placement conference is also an appropriate time to discuss the relationship between volunteers and staff members. Volunteers should understand that theirs is a helping role which requires flexibility, patience, and a sense of humor in adapting to a new environment. If it becomes clear in the course of the conference that the prospective volunteer will not adapt successfully to the IGE school environment, tact and skill must be combined to suggest other outlets for the volunteer's time and talents.

- To explain any requirements established by the local IGE school or the school district as prerequisite to volunteering.

The IIC and the Parent Advisory Committee are responsible for developing guidelines for school volunteers. These guidelines may vary from school to school, but it is of primary importance that they include a requirement that the volunteer be willing to make a regular time commitment, assume the responsibility for being on time, and notify the school if it is necessary to be absent. While the school must adopt an attitude of flexibility in working with unpaid personnel, volunteers must be helped to understand that their conscientiousness in conforming to basic time commitments is a prerequisite to successful volunteer service. The importance of attending orientation sessions

and necessary pre- or inservice training sessions should also be stressed. If a district has special health or safety requirements they should also be explained at this time.

There are few people who cannot make a contribution to the IGE school. The secret of volunteer success lies in appropriate placement based on the skills and desires of the volunteer, and on adequate training. The initial placement conference provides an opportunity for obtaining this information.

X

PROVIDING ORIENTATION, PRESERVICE, AND INSERVICE

TRAINING FOR VOLUNTEERS

Orientation, preservice training, and inservice training describe a continuum of learning experiences for persons who wish to serve as volunteers. All volunteers should go through an orientation session during which they receive a tour of the IGE school, meet the IGE school staff, and learn about the IGE program in more detail than was provided at the placement conference. The concepts of multiunit structure and individualized instruction should be relatively familiar before they begin work in the school. Practical suggestions for working with staff and children should be presented. The organization of the school district should be discussed and volunteers should know how their school fits into the total district organization. In short, any information necessary to facilitate a comfortable introduction into the IGE school environment should be part of a general orientation for all volunteers.

Large group orientation sessions are planned to follow large-scale recruitment efforts. In communities where active participation in local affairs is an acceptable norm, it may be wise to have weekly or monthly orientation sessions for new volunteers. In other communities, where people must be enticed to volunteer, orientation may be much more informal. The basic content of the orientation message should remain the same, but it may have to be presented to one or two people at a time and in some cases it may actually be part of the placement conference. The most important

thing to remember is that no person should be expected to start volunteering without a basic understanding of the nature of the IGE school.

In addition, volunteers must also be made aware of their roles as liaison persons between the school and the community. Guidelines for protecting the confidentiality of students and teachers should be discussed at the orientation session and regularly thereafter.

Volunteer training goes beyond orientation and should be offered as a means of helping volunteers meet specific needs. Lack of adequate training is frequently the reason that volunteers drop out. Individual volunteers come to the school enthusiastically expecting to make a contribution and, due to lack of time, poor planning, or lack of awareness on the part of the staff, they get lost in the shuffle of day-to-day activities. Even teachers who have four or five years of professional training often find it difficult to adjust to their first days in the school. It is little wonder that volunteers get confused and discouraged. Training volunteers takes time and dedication on the part of the staff, but volunteers cannot be expected to contribute to meeting the goals and objectives of the school without it.

Much of the volunteer training will take place in the unit or with the professionals to whom volunteers are assigned. On the job training includes

- learning accepted classroom procedures.
- becoming familiar with materials and resources in the room.
- learning to work with children by working under the close supervision of the staff person.
- having an opportunity to observe teachers and students in their respective teaching and learning situations.
- having an opportunity to discuss observations with their supervisors.

Volunteers learn as they work and their attitudes and skills change with experience. For this reason, schools should provide both preservice and inservice sessions for them. These sessions should be regularly scheduled and recognition should be given to volunteers who attend them. Topics for training sessions might include the following:

- One or more sessions on each of the components of an IGE program:
 - multiunit organization
 - instructional programming for the individual student
 - evaluation for educational decision making
 - compatible curriculum materials
 - home-school-community relations
 - facilitative environments
 - continuing research and development
- Human relations skills and concepts
- Teaching techniques
- Motivational principles
- Child development and learning styles
- Problem-solving procedures
- Use of audiovisual equipment

The best training sessions for volunteers, as with the professional staff, are those that are based on expressed needs. In addition, opportunities should be provided for joint sessions with the school staff for the purpose of mutual problem solving.

XI

PROVIDING RECOGNITION AND INCENTIVES FOR VOLUNTEERS

Recognition is another key to a successful volunteer program. Volunteers must receive satisfaction from the service that they are giving to the IGE school or it is not likely that they will continue to dedicate their time and talents to the school's purposes. Some people who volunteer are satisfied by the knowledge that they are helping a needy person or organization. This kind of intrinsic motivation needs only to be reinforced by feedback which confirms the value of their contributions. Many other people have personal needs and desires which require some form of external recognition to help them know that they are valued as persons and volunteers. The goal, then, is to provide a supportive, cooperative environment in which volunteers experience success and satisfaction from their contributions based on the need to retain their services in the IGE school.

To meet this goal, it is necessary for individual staff members to practice interpersonal skills which provide daily incentives for volunteers to continue their relationships with the IGE school. Units may organize intermittent recognition events and school-wide continuing and culminating recognition activities should be planned. Each IGE school must design its own agenda of recognition activities. Below is a list of ideas which have been used by others:

- Children and teachers address volunteers by name. If name tags are provided, they should also have the name of the school so that they can serve as recruiting tools if worn into the community.

- Remember volunteers on special occasions such as birthdays and holidays.
- Let volunteers who have been absent know that they were missed.
- Include volunteers in unit and IIC meetings so that they make contributions to the program.
- Invite volunteers to the teachers' lounge.
- Spotlight a volunteer of the month on a unit or office bulletin board.
- Have pictures of volunteers around the building--on classroom bulletin boards, on the door, in the library.
- Introduce volunteers at programs to which parents are invited.
- Provide marked parking spaces for volunteers.
- Feature a volunteer of the month in the school newsletter.
- Arrange newspaper, radio, and television interviews for volunteers.
- List names of volunteers in the school newsletter each month.
- Have an annual recognition dinner at the end of the year.
- Give each volunteer a permanent memento for his or her volunteer service such as a certificate, scroll, or trophy.
- Solicit prizes from merchants to be awarded to volunteers who set attendance records or meet some other predetermined criterion.
- If space is available, provide a room for volunteers which they can decorate and use as a center for meeting friends, getting messages, and having conferences.
- SAY "THANK-YOU" BEFORE EACH VOLUNTEER LEAVES THE BUILDING EACH DAY.

An important incentive for some volunteers is the opportunity for career advancement. If a school has paid aides, volunteering can serve as training for a paid position. It is likely that there will not be enough paid positions to reward every volunteer in this way, but not everyone will want to become a paid aide. For those who do, the potential monetary reward is an added incentive. For others, the possibility of advancing to a more challenging volunteer position may provide incentive. As a volunteer gains self-confidence and skills, opportunities should be provided for working in situations which require more self-direction and leadership skills.

XII

EVALUATING THE VOLUNTEER PROGRAM

Evaluation is an integral part of planning and refining a volunteer program. When a needs assessment has been conducted, purposes stated in the form of goals, activities planned to meet the goals, and roles carefully defined, evaluation is a natural part of the process. Though the art of evaluation has not yet been refined to the point where the impact that volunteers have on general instructional goals can be precisely measured, it is possible to get an indication of how well the goals of the volunteer program are being met.

In planning an evaluation design for the volunteer program, the Staff Coordinator and the Volunteer Chairperson must seek to design procedures and instruments which are not excessively time-consuming to complete, but still provide adequate information for decision makers. These procedures should provide feedback about volunteer performance from volunteers and staff supervisors, about specific program activities from both staff and volunteers, and about the total program from all involved.

It is necessary for each IGE school to develop its own evaluation instruments based on its program goals and activity objectives. The samples of evaluation instruments which follow may be adapted to meet the needs of individual schools.⁹

⁹Carter and Dapper, 1972, p. 149.

Volunteer Program Evaluation

Position _____

1. Using the following scale, select the number which represents the extent to which you feel that the following goals of the volunteer program were met:

5	4	3	2	1
Met				Not Met

- | | |
|-------|--|
| _____ | 1. Freeing teachers and other staff members from routine instructional and non-instructional tasks. |
| _____ | 2. Assisting teachers and other staff members to individualize instruction and services. |
| _____ | 3. Providing enrichment and motivational experiences beyond those normally available to children in the school. |
| _____ | 4. Providing volunteers with accurate information about IGE programs and the multiunit school. |
| _____ | 5. Obtaining input from volunteers about community needs, desires, and concerns. |
| _____ | 6. Providing a supportive, cooperative environment in which volunteers experience success and satisfaction from their contributions. |
2. What do you see as the major strength of the volunteer program?
3. What are your suggestions for improvement of the program?
4. If possible, please give an example of how a specific child or group of children was helped by you (if you are a volunteer) or by a volunteer under your supervision (if you are a staff person).

Evaluation
Inservice Training Session

Title of session _____

Leader _____

Date _____ Your position _____

1. This session was

Very good _____ Average _____ Poor _____

2. What information from this session was most helpful to you?

3. What would you have omitted?

4. What other kinds of training sessions would you like to attend?

VOLUNTEER SELF-EVALUATION FORM

How am I doing?

Please check the appropriate column for the following:	<u>Usually</u>	<u>Some- times</u>	<u>Very seldom</u>
1. Do I plan for the activity to which I have been assigned?	_____	_____	_____
2. Do I make myself helpful by offering my services to the teacher when I observe an obvious need for help?	_____	_____	_____
*3. Do I observe closely to learn children's likes, dislikes, preferences, enthusiasms, strengths, weaknesses, etc.?	_____	_____	_____
4. Do I provide students with opportunities to make choices?	_____	_____	_____
5. Do I observe the techniques used by teachers and use them as I am working with students?	_____	_____	_____
6. Do I emphasize the times when students behave well and minimize the times when they fail to do so?	_____	_____	_____
7. Do I really listen to what students have to say?	_____	_____	_____
8. Do I evaluate myself at intervals?	_____	_____	_____
9. Do I accept constructive criticisms and suggestions without becoming emotionally upset?	_____	_____	_____
10. Do I carry out my responsibilities successfully?	_____	_____	_____
11. Do I try to maintain a friendly attitude with my co-workers?	_____	_____	_____
12. Do I give the teacher adequate notice of my absence so that other arrangements can be made?	_____	_____	_____
*13. Do I encourage students by allowing them time to think and try for themselves?	_____	_____	_____
14. Do I refrain from interfering between another teacher and student unless called upon for assistance?	_____	_____	_____
15. Do I avoid discussing confidential or personal information about students, teachers, and the school with friends, relatives, etc.?	_____	_____	_____

XIII

SUMMARY

The purpose of this information has been to provide a framework for organizing a community volunteer program to meet the instructional and home-school-community relations goals of an IGE school. Each school must conduct its own assessment of school and community needs, set its own goals and plan an individualized program to meet those goals. The basic elements of a volunteer program were identified as

- Coordination of the program.
- Preservice and inservice training for staff.
- Recruitment of volunteers.
- Orientation and placement of volunteers.
- Preservice and inservice training for volunteers.
- Recognition for volunteers.
- Evaluation of the program.

It is anticipated that each IGE school will use its human and material resources to design a volunteer program which provides appropriate activities in each of the categories listed above.

WHERE TO WRITE FOR INFORMATION
ON VOLUNTEER PROGRAMS

Center for the Study of Parent
Involvement
2544 Etna Street
Berkeley, California 94704

Dade County Public Schools
Dr. Audrey Jackson, Coordinator
School Volunteer Program
1410 N. E. Second Avenue
Miami, Florida 33132

International Reading Association
6 Tyre
Newark, Delaware 19711

National Center for Voluntary Action
The Clearinghouse
1214 16th Street N. W.
Washington, D. C. 20036

National School Public Relations
Association
School Volunteers
1801 N. Moore Street
Arlington, Virginia 22209

National School Volunteers Program,
Inc.
John Alden, Executive Director
Alexandria, Virginia

National School Volunteer Program,
Inc.
450 North Grand Avenue, Room G-114
Los Angeles, California 90051

National Student Volunteer Program
ACTION
806 Connecticut Avenue, N. W.
Washington, D. C. 20525

Volunteer Services Program
Roan County School System
P. O. Box 690
Kingston, Tennessee 37763

Wisconsin Research & Development
Center for Cognitive Learning
1025 West Johnson Street
Madison, Wisconsin 53706

In considering the activities which will help solve existing problems, it is essential that the school staff consider the following guidelines:

1. The entire school needs to be involved in creating good home-school-community relations. Teachers, aides, students, and parents, as well as the principal, must be involved in the home-school-community relations program;
2. The entire community must also be involved in creating good home-school-community relations. The school community includes more than the parents of students at the school. Senior citizens, business people, parochial school parents, and parents of preschoolers are important members of the school community;
3. Good home-school-community relations include more than mere communication with the school community. Good two-way communication between the community and the school is essential, but it is not sufficient. The creation of a supportive relationship requires community participation in decision-making, community involvement of time and resources in the school program, and resolution of school-community problems which exist.

A series of simformations designed to provide practical, hands-on materials to improve home-school-community relations are being developed by the R & D Center's Home-School-Community Relations Project. There are six simformations in the current series:

- Simformation 1: Introducing Parents to the Wisconsin Design for Reading Skill Development
- Simformation 2: A Guide to Organizing a Volunteer Program in IGE Schools
- Simformation 3: Home-School Visits
- Simformation 4: School Administrator's Interview Handbook
- Simformation 5: Reporting Pupil Progress
- Simformation 6: Parent-Teacher Conferences

These may be obtained from the CCL Document Service, 1025 West Johnson Street, Madison, Wisconsin 53706.

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